

Inspection of a good school: St Andrew's CofE Primary School

Station Road, Stanley, Ilkeston, Derbyshire DE7 6FB

Inspection date: 21 September 2021

Outcome

There has been no change to St Andrew's CofE Primary School's overall judgement of good as a result of this inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

St Andrew's CofE Primary School is a safe, nurturing and happy place to be. Pupils behave well in lessons. They promote the school values and strive to be the 'VIP star of the week'. Pupils feel safe and know that bullying and unkindness are not tolerated. Teachers say, 'Safety comes first'. Pupils learn how to keep themselves safe, including when they are online. Pupils of all ages treat everyone with respect and kindness. One pupil told inspectors: 'Everybody is different, everybody is accepted'.

Leaders and staff encourage pupils to develop healthy lifestyles. There are a wide range of activities open to all pupils. Pupils enjoyed their visits to the velodrome and the local climbing play centre. The balance bikes proved to be very popular with younger pupils.

Leaders inspire pupils to develop their knowledge of many faiths and cultures. Pupils are proud of their fundraising work for a link school in India. One pupil proudly told the inspectors they had raised money to help others.

All staff promote a love of reading. They want all pupils to be successful readers. However, books are not always well matched to the sounds the pupils know. This means some pupils cannot read fluently.

What does the school do well and what does it need to do better?

Leaders have high ambitions for all pupils to succeed in their learning. Staff work together to try and ensure that all pupils, including those who have special educational needs and/or disabilities, and disadvantaged pupils, gain the knowledge and skills they need for the next stage of their education. Leaders' motto is 'every child can achieve and be whatever they want to be'.

Pupils study all the national curriculum subjects. Leaders have ensured that the curriculum covers the things they need to know by the time they leave the school. Pupils also access a wealth of experiences beyond the classroom. The whole school enjoyed learning to play the steel pans. Pupils enhanced their understanding of keeping safe by watching a visiting theatre company. This broad curriculum helps pupils become well-rounded individuals.

In mathematics, the curriculum sets out what pupils will learn in a sensible order. Teachers know what needs to be taught and the best order in which to teach it. Teachers have good subject knowledge. In lessons, pupils revisit their previous learning often. This helps them to know more and remember more. In Year 6, one pupil proudly took the role of class teacher, explaining the steps they had taken to solve a mathematical problem. In early years, pupils counted forwards and backwards from zero to the number five with confidence.

In religious education, pupils study a wide range of faiths and cultures from around the world. Pupils talk with enthusiasm about Christianity, Hinduism and Humanism. Pupils demonstrate an understanding and tolerance of every faith studied. Leaders have made sure that knowledge is revisited over time. This helps pupils to remember what they know and to build on this with new learning.

All staff foster a love of reading. Teachers show their love of stories, poems and other books. Pupils talk about the stories they have listened to with enthusiasm. One young pupil simply stated that she did not just like reading, she loves it. Teachers model the importance of looking after books. Pupils learn how to respect books as soon as they start school in the early years. Although pupils read a range of books, these do not always match the sounds they know. When an inspector heard pupils reading to a familiar adult, pupils struggled to read or sound out the words in the books. Consequently, they guess the words or use picture clues to help them.

In the early years, teachers soon establish routines to ensure that children settle and are ready to learn. Children get on well together and are happy and sociable in school. In all year groups, teachers promote high standards of behaviour that pupils live up to.

Pupils take on positions of responsibility within the school. Older pupils are first-aid trained. Pupils raised money to fund a defibrillator for the school and community. They visit the village hall to provide 'cake and company' for elderly residents in the community. Pupils' spiritual, moral, social and cultural awareness is well developed. Leaders make sure that pupils understand fundamental British values well. Older pupils understand democracy and the purpose of voting. They discuss relevant topics, such as fair trade.

Staff feel very well supported. Leaders and governors prioritise staff well-being, including that of the headteacher.

In discussion with the headteacher, the inspectors agreed that reading and phonics may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

All necessary checks are made and recorded when appointing adults to work with children. All staff, including governors, are aware that safeguarding is everyone's responsibility. Staff know the procedures to follow if they have a concern. Several staff are trained as designated safeguarding leads. Leaders place a high priority on pupils' mental health. Worry boxes are in every classroom for pupils who have concerns and want to talk to an adult. There is a designated safeguarding governor. All staff and governors have received appropriate safeguarding training.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While leaders make sure a love of reading permeates through the school, books are not well matched to the sounds the pupils know. This means some children cannot read fluently. Leaders should make sure that all pupils who are learning to read have access to books that match the phonics knowledge learned in class.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 21 and 22 June 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112854
Local authority	Derbyshire
Inspection number	10199693
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair of governing body	Elizabeth Jackson
Headteacher	Elizabeth Stanley-Wainwright
Website	www.st-andrews-pri.derbyshire.sch.uk/
Date of previous inspection	22 March 2016, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary controlled Church of England School in the Diocese of Derby.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in April 2016.
- The school runs a daily breakfast and after-school club.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and curriculum leaders. The lead inspector held a meeting with the governing board and had a telephone conversation with the local authority.
- Inspectors looked closely at the quality of education in reading, mathematics and religious education. This involved speaking with leaders, staff, and pupils, visiting lessons, and reviewed curriculum plans and samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.

- Inspectors evaluated the effectiveness of safeguarding by reviewing the safeguarding records, including the central record of recruitment checks on staff.
- Inspectors considered 21 responses to Ofsted Parent View, as well as 21 free-text comments.
- Inspectors considered views of staff from meetings and from the 14 staff who responded to the confidential questionnaire. Inspectors also considered the views of pupils.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

George Huthart

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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